

## **FAST FACTS**

### **Supplement, Not Supplant – Regulation**

All targeted assistance schools must ensure that services provided by Title I personnel, regardless of the model of delivery used are supplemental.

Title I services are supplemental in terms of greater instructional intensity and opportunity to learn. Title I teachers may pre-teach, re-teach, or post-teach skills being presented in the classroom. Instruction from Title I personnel should be an extension of the services received in the classroom. Professional Title I teachers should teach alternative strategies or reinforce those skills needed to enhance learning and enable the students to complete their work independently.

All students must receive the primary instruction in all academic areas from their regular classroom teacher. Title I students may also receive instruction above and beyond the primary instruction from Title I personnel.

Title I teachers are encouraged to collaborate with classroom teachers as much as possible. However, this does not include a scenario where Title I teachers team-teach using the in-class model and taking a reading group consisting of Title I students. This is not allowable and is considered supplanting. Replacing services defeats the principle behind Title I programming, which is to provide targeted students with more instruction, above and beyond what they receive in the classroom.

Title I funds are not intended to be used as general aid to the regular classroom. Title I teachers must focus instruction on identified students. Title I services exist so identified, at-risk students can receive additional services than what the regular education program provides.

In a Title I targeted assistance program, Title I teachers **CANNOT**:

1. Take a reading group and instruct on a regular basis
2. Team teach on a regular basis
3. Work with non-Title I students on a regular basis
4. Take the whole class while the teacher leaves
5. Service all students in a summer school program funded with Title I dollars

In a Title I targeted assistance program, Title I teachers **CAN**:

1. Provide additional services to Title I students after a reading group finishes with the classroom teacher
2. Work closely with classroom teachers so Title I instruction is aligned to classroom instruction
3. Incidentally include a non-Title I student in a small group setting but only occasionally and randomly
4. Provide an occasional demonstration lesson to the whole class
5. Allow non-Title I students who pay a fee to attend a Title I sponsored summer school program

If you have questions regarding this issue, please contact the Division of Student Support & Innovation at (888) 605-1951.